Special Educational Needs and Disabilities (SEND) Policy

Our Vision

From tiny seeds, we grow and learn together

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as loving, courageous and joyful individuals, ready to branch out and be good news in an ever-changing world.

Our team of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

Little people can do big things through love, courage and joy

Jesus told them a parable: "The Kingdom of Heaven is like a tiny mustard seed planted in a field. It is the smallest of all seeds but becomes the largest of plants, and grows into a tree where birds can come and find shelter."

This document is a statement of the aims, principles and practice concerning pupils with Special Educational Needs and Disabilities at Crookham CE Aided Infant School. It is underpinned by our vision inspired by the parable of the mustard seed.

Introduction and Aims

At Crookham Infant School our School Vision for all our pupils is that they grow as loving, courageous and joyful individuals, ready to branch out and be good news in an ever-changing world. Our school is like the mustard tree; a place where all are valued and belong. Our staff and community enable each unique child to flourish, removing barriers, and supporting growth. The School's vision aligns closely with that of the SEND Code of Practice (2024) that 'all children and young people achieve well in their early years and lead happy and fulfilled lives'. We aim for our work with children with special needs and disabilities to secure for them the best possible outcomes.

Definition of Special Educational Needs

Crookham CE (Aided) Infant School adheres to the SEND Code of Practice which states:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Children who have SEND are generally described in the following four broad areas of need:

• Communication and interaction
• Cognition and learning
• Social, emotional and mental health
• Sensory and/or physical needs

Special Needs Provision means:

Educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

Children must not be regarded as having special educational needs solely because their language, or form of the home language, is different from that in which they are taught.

The SEND Code of Practice states:

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

At any point in their school life a child may have SEND. Therefore, the register of children with SEND is kept as a confidential school log and will be regularly updated, showing movement on and off the register.

Provision at Crookham CE(A) Infant School

The following sections outline the provision for children with SEND at Crookham CE (Aided) Infant School.

Roles and Responsibilities

The Governing Body and Headteacher have overall responsibility for the framework of provision for SEND pupils. The table below sets out the delegated responsibilities of key individuals.

Key Roles and Responsibilities	
Class Teachers	Responsible for: • Identifying the needs of all their pupils

	• Planning and delivering Quality First Teaching to meet those needs using their best endeavours • Adapting the curriculum to the strengths and needs of all children where this is reasonable • Implementing and reviewing individual plans where appropriate • Checking on the progress of each child and identifying, planning and delivering additional support where appropriate • Applying the school's Special Educational Needs and Disabilities (SEND) policy to ensure the Code of Practice is implemented • Encouraging all the school community to demonstrate a positive attitude to SEND inclusion and equality
SENDCO	Responsible for: • Supporting teachers in identifying children with SEND who require provision additional to or different from other pupils • Maintaining an accurate record of needs and provision from Early Identification through to SEND Support and EHCP • Working with the Headteacher and Governing Body to develop a strategic plan for SEND provision across the school • Co-ordinating provision for children with SEND and regularly evaluating its impact • Ensuring all children have access to a broad, balanced and relevant curriculum differentiated to meet their individual needs where adaptation/adjustment is reasonable using best endeavours • Ensuring the needs of SEND children are met wherever possible so that they are not at substantial disadvantage • Developing the school SEND policy for implementing the Code of Practice • Planning successful transition to a new school or when starting school for the first time • Liaising with parents and encouraging effective parent partnership in developing and implementing learning that meets the needs of all learners • Preparing the SEND Information Report and reviewing it annually • Listening to the views of the child as well as their parents • Liaising with a range of outside agencies who can offer advice and support to overcome difficulties, making referrals to other professionals as appropriate • Identifying staff SEND training needs and meeting them appropriately • Encouraging all the school community to demonstrate a positive attitude to SEND inclusion and equality
Headteacher	Responsible for: The day-to-day management of all aspects of the school including the provision made for SEND children under the four strands of action in the code of practice:

	✓ Assessment, planning and reviewing ✓ Grouping for teaching purposes ✓ Additional human resources ✓ Curriculum and teaching methods Regularly reviewing and evaluating the quality and impact of SEND provision to ensure that reasonable adjustments prevent pupils with SEND being at a substantial disadvantage.
Governor Body	The Governing Body will evaluate the success of the school's SEND policy against its aims and responsibilities. The member of the Governing Body with specific oversight of the school's arrangements for SEND and Disability is

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools to ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment
- Their attainment judged against National Curriculum level descriptions or the EYFS Development Matters
- Standardised screening or diagnostic tools e.g. DEST
- Reports or observations
- Records from feeder schools
- Information from parents
- Work sampling and pupil conferencing
- Termly tracking of pupils by SENDCo

Identification, assessment and resourcing

We work with parents, education and health professionals to accurately identify a child's needs in accordance with the Code of Practice and Local Authority SEND guidelines. The class teacher and SENDCO regularly review a child's needs through formal and informal assessment against the National Curriculum objectives.

The school receives funding for work with pupils with SEND from Hampshire County Council through the SEND Audit. Resources are allocated in proportion to the level of the child's needs. Children with an Education, Health and Care Plan (EHCP) are supported according to the provision described in their plan. Children with SEND Support have their needs met in a variety of ways within the classroom and through additional intervention outlined in the school's provision map, which is reviewed termly. Children at the Early Intervention stage do not normally receive additional funded support as their needs are met through differentiated support within the classroom (Quality First Teaching).

Intervention

The SENDCo, in collaboration with the Class Teacher, will decide the action required to help the pupil progress. Based on the results of previous assessments and on-going observations, the actions might be:

• Deployment of extra staff to work with the pupil
• Provision of alternative learning materials/ special equipment
• Group support
• Provision of additional adult time in devising interventions and monitoring their effectiveness
• Staff development/training to undertake more effective strategies and support from out reach
• Access to LEA support services for advice on strategies, equipment, or staff training

Education Health and Care Plan

The school will request an EHCP from the LEA when, despite an individualised programme of sustained intervention, the SEND needs of the child remain a significant cause for concern. An EHCP might also be requested by a parent or outside agency.
An EHCP will normally be provided where the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for assessment does not inevitably lead to an EHCP. EHCPs must be reviewed at least annually. The Headteacher/SENDCo will organise these reviews.

Monitoring and Evaluation

The effectiveness of this policy is reviewed annually by the Governing Body. The Headteacher, SENDCO and governor with responsibility for SEND report to the Governing Body on the progress and provision for children with SEND and the allocation of resources to meet the needs of children with SEND.

The role of parents

We recognise the role of parents as primary educators. We encourage all our parents to work in close partnership with the school in all aspects of their child's education including the identification of and provision for Special Educational Needs.

Guidance and Support

This policy has been written following consultation with current statutory and Local Authority Guidance including:

- Keeping Children Safe in Education 1st September 2026
- Working together to safeguard children 12th June 2025
- SEND Code of Practice 12th September 2024
- Supporting Pupils with Medical Conditions at School 16th August 2017